



MANNING JUNIOR HIGH

1101 W. L. Hamilton Road
Manning, South Carolina

Grades	6-8 Middle School	
Enrollment	466 Students	
Principal	Jerry L. Coker	803-435-8195
Superintendent	John Tindal	803-435-4435
Board Chair	William C. Land	803-435-4435

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

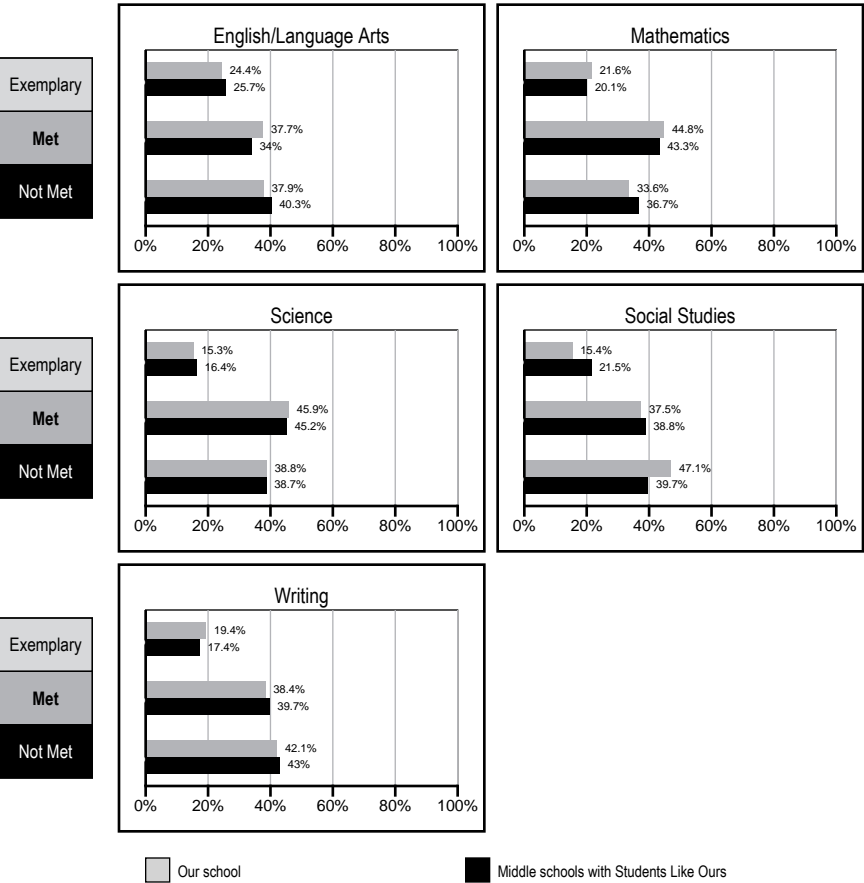
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	37	11	2

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.5%
English 1	94.7%	91.6%
Biology 1/Applied Biology 2	N/A	95.7%
Physical Science	N/A	46.2%
US History and the Constitution	N/A	N/A
All Subjects	97.3%	95.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=466)				
Students enrolled in high school credit courses (grades 7 & 8)	14.8%	Up from 8.8%	17.2%	24.5%
Retention rate	0.0%	No Change	0.6%	0.7%
Attendance rate	98.4%	Up from 93.8%	95.7%	95.9%
Served by gifted and talented program	10.1%	Down from 23.2%	13.0%	17.8%
With disabilities other than speech	15.7%	Down from 21.6%	10.2%	9.2%
Older than usual for grade	3.8%	Down from 5.7%	2.1%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 0.0%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	46.7%	Down from 48.4%	56.0%	60.0%
Continuing contract teachers	76.7%	Down from 77.4%	82.3%	82.6%
Teachers returning from previous year	76.6%	Down from 86.1%	82.9%	85.6%
Teacher attendance rate	95.2%	Up from 94.5%	95.3%	95.3%
Average teacher salary*	\$39,613	Down 6.0%	\$45,105	\$46,300
Professional development days/teacher	9.1 days	Up from 6.7 days	10.8 days	9.9 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 18.0 to 1	20.9 to 1	21.5 to 1
Prime instructional time	92.5%	Up from 87.2%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.9%	Down from 95.6%	97.0%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,020	Down 8.2%	\$8,185	\$7,634
Percent of expenditures for instruction**	59.9%	Up from 59.8%	63.8%	64.0%
Percent of expenditures for teacher salaries**	57.2%	Up from 54.3%	59.9%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2010-2011 school year has been a busy and exciting one at Manning Junior High School. This year we benefited greatly from our association with the School Improvement Grant (SIG). We have received more in-depth, in-service training, including the Technology Conference in Greenville, SIG workshops and Making Middle Grades Work. We have also added three academic coaches and a Turnaround Specialist to our staff. This year we have concentrated on creating Small Learning Communities for our students and implementing a greater use of data. We utilize common assessments throughout the school. The common assessments and the use of MAP and other diagnostic testing enables us to make rapid decisions about moving students within the Small Learning Communities to meet the needs of our students. We are also utilizing direct instruction in reading and math. Each student is individually tested to determine their current achievement levels and needs. The entire faculty is actively engaged in teaching reading and this has furthered the sense of community at Manning Junior High School. We are excited about our progress this year and feel that the future looks bright for the Maning Junior High School Monarchs.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	206	62
Percent satisfied with learning environment	87.5%	76.5%	76.7%
Percent satisfied with social and physical environment	91.3%	80.6%	68.9%
Percent satisfied with school-home relations	69.6%	81.0%	73.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	12.3%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.4%	0.0%	No
Student attendance rate	98.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	465	99.1	37.2	37.7	25.1	73.1	78.8	82.4	Yes	Yes
Gender										
Male	236	98.3	47.7	28.7	23.6	63.4	72.6	78.7	N/A	N/A
Female	229	100	26.9	46.6	26.5	82.6	85	86.2	N/A	N/A
Racial/Ethnic Group										
White	142	97.9	17.2	39.8	43	85.9	88.9	88.9	Yes	Yes
African American	304	99.7	45.5	36.6	17.9	67.2	74.8	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	14	100	50	33.3	16.7	75	80.5	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	81	98.8	65.3	25.3	9.3	36	48.1	48.1	No	Yes
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	53.3	33.3	13.3	73.3	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	366	99.2	42.3	38.6	19.1	70.1	76.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	465	99.4	33	45	22	81.4	81.4	81.9	Yes	Yes
Gender										
Male	236	98.7	37.8	42.4	19.8	75.6	77.8	79.9	N/A	N/A
Female	229	100	28.3	47.5	24.2	87.2	85.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	142	98.6	20.2	42.6	37.2	90.7	88.3	88.9	Yes	Yes
African American	304	99.7	39.7	44.8	15.5	76.9	78.7	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	14	100	25	58.3	16.7	83.3	82.9	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	81	98.8	65.3	29.3	5.3	50.7	51.7	47.3	Yes	Yes
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	20	60	20	86.7	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	366	99.2	37.4	47	15.7	80	79.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	343	99.1	38	45.8	16.2	62	52.7	68.6
Gender								
Male	163	98.8	38.8	45.4	15.8	61.2	53.3	68.3
Female	180	99.4	37.3	46.2	16.6	62.7	52.1	68.9
Racial/Ethnic Group								
White	111	99.1	15.7	50	34.3	84.3	76.4	80.7
African American	218	99.1	49.3	43	7.7	50.7	42.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	50	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	56	98.2	69.2	21.2	9.6	30.8	28.4	35.7
Migrant Status								
Migrant	2	I/S	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	46.7	60.7
Socio-Economic Status								
Subsidized meals	267	98.9	43.7	46	10.3	56.3	46.4	57.3

Social Studies

All Students	346	98.6	46.1	37.8	16.1	53.9	59.7	72.5
Gender								
Male	176	97.7	41.9	38.8	19.4	58.1	59.9	72
Female	170	99.4	50.3	36.8	12.9	49.7	59.5	73.1
Racial/Ethnic Group								
White	101	98	27.5	42.9	29.7	72.5	77.8	81
African American	231	98.7	53.2	35.3	11.5	46.8	53	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.5	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	57	96.5	66.7	25.5	7.8	33.3	39.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	11	100	N/AV	N/AV	N/AV	41.7	62.1	69.7
Socio-Economic Status								
Subsidized meals	272	98.2	51.4	36.9	11.8	48.6	55.1	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	228	99.6	41.9	38.6	19.5	58.1	60.8	73.2	98.4	96.3
Gender										
Male	120	100	50	35.7	14.3	50	52.4	67.2	98.1	96
Female	108	99.1	33	41.7	25.2	67	69.9	79.4	98.7	96.6
Racial/Ethnic Group										
White	69	98.6	21.9	40.6	37.5	78.1	76.5	81.5	98.3	95.5
African American	149	100	51	37.1	11.9	49	53.9	61.3	98.5	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.4	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98	96.5
Disability Status										
Disabled	36	97.2	N/AV	N/AV	N/AV	11.8	18.8	26	97.1	95.2
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	I/S	40.5	99.9	95.4
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.5	65.7	98.9	97.1
Socio-Economic Status										
Subsidized meals	168	100	45.3	38.5	16.1	54.7	57.2	63.2	98.2	96.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	7	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	227	99.6	45.3	32.5	22.2	54.7
	8	224	100	54.6	31	14.4	45.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	14	100	75	8.3	16.7	25
	7	223	99.1	29.5	41.9	28.6	70.5
	8	228	99.1	42.7	35.2	22.1	57.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	7	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	227	99.6	48.1	37.3	14.6	51.9
	8	224	100	60.2	29.6	10.2	39.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	14	100	N/AV	N/AV	N/AV	16.7
	7	223	99.1	31	41	28.1	69
	8	228	99.6	32.2	51.4	16.4	67.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	226	100	39.2	44.8	16	60.8
	8	111	100	42.6	37	20.4	57.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	7	I/S	I/S	I/S	I/S	I/S
	7	223	98.7	34.4	54.5	11	65.6
	8	113	100	43.4	31.1	25.5	56.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	3	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	226	100	56.1	34	9.9	43.9
	8	113	100	53.7	31.5	14.8	46.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	9	I/S	I/S	I/S	I/S	I/S
	7	222	98.2	49.8	35.7	14.5	50.2
	8	115	99.1	38	43.5	18.5	62

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	7	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	229	99.1	50.5	33.5	16	49.5
	8	223	98.2	46	39.1	14.9	54
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	228	99.6	41.9	38.6	19.5	58.1

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